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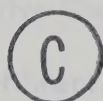
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THE UNIVERSITY OF ALBERTA

PERSONALITY CORRELATES OF EFFECTIVE
COUNSELLOR TRAINEES

BY



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ABSTRACT

A number of psychological instruments and demographic variables were examined to determine their value for counsellor trainee selection procedures. The Paragraph Completion Test (Schroder et al, 1967), the Dogmatism Scale (Rokeach, 1960), the Life Orientation Test (Fox, 1969), and the Anagram Test (Barron, 1963) were administered to counsellor trainees at the University of Alberta. Additional demographic variables investigated were age, birth order, urban and rural home and educational background, academic and professional background, and some indications of religiosity.

The subjects were 40 counsellor trainees enrolled in an individual counselling practicum. Participation was voluntary. The data for examination was obtained from pre- and post-training testing sessions.

It was hypothesized that measures of the personality and demographic variables in question would be related to trainee effectiveness as determined by the grade score ratings. Furthermore, it was anticipated that the trainees rated as more effective would show greater movement toward conceptual complexity, open-mindedness, and life-orientation in the course of the training program in contrast to the trainees rated as less effective.

Examination of the upper and lower trainee group means on the various measures, indicated a significant change in the course of the program for high-rated in contrast to low-rated trainees with regard to one measures only, that of conceptual complexity. None of the other expected

relationships between the personality and demographic variables were established.

Thus it may be concluded that none of the selected personality instruments and demographic variables could be used for predictive purposes.

One implication drawn from the study was that the training program places emphasis on intellective in contrast to affective personality strengths. A second implication was that consideration should be given to a more adaptable training program in view of the differing potential for change and growth among the trainees.

Suggestions for further research included a consideration of the need for some re-examination of the present evaluation system. A more objective rating system might be developed that would serve the common needs of selection, training and research.

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CHAPTER I

INTRODUCTION

The counsellor is generally understood to be one who facilitates change or growth in another person. If this belief is accurate, then the counsellor is an agent of change. Moreover, it is important that in addition to technique, attention be given to the personal characteristics of the effective counsellor. If one is to be instrumental in effecting change in some way, or to some extent, one's basic disposition toward change becomes a crucial question. Therefore it would follow that those responsible for counsellor education should be aware of the counsellor trainee's attitude toward change within himself and others.

The direction of research in counsellor education reflects a growing interest in the personal characteristics of prospective trainees (Hill, 1961; Patterson, 1967; Cash and Munger, 1966). A brief survey of the literature leads one to conclude that it is somewhat easier to list the characteristics of the effective counsellor than it is to identify persons with these characteristics.

Although considerable attention has been given to the problem of identifying the person with the desirable characteristics, selection studies in general do not appear to be characterized by a strong sense of direction and purposefulness in the choice of variables being related and examined. It has been suggested (Patterson, 1967; Whiteley, 1968) that an underlying rationale has yet to be developed.

The present study is an attempt to make some contribution to furthering that sense of direction in selection studies. Specifically, this will include examining the predictive value of particular instruments with regard to potential counsellor-trainee success. That is, selected personality and demographical variables of counsellor-trainees will be evaluated against judged success in the training program.

THE PROBLEM

Although there is by no means a consensus concerning the attributes of the effective counsellor, many personality variables are repeatedly suggested by informed authors. This preoccupation with certain variables suggests that there may be components of counselling effectiveness which are common to all situations irrespective of differences in theoretical approaches. Such components would be common by virtue of being directly related to the generally accepted goals of counselling, that is, behavioral change or growth (Glanz, 1966; Harper, 1959).

Truax and Carkhuff (1967), Glasser (1965) and Krumboltz (1966) stress as of great importance an empathetic capacity to facilitate an effective working relationship. Krumboltz takes the position that empathy or understanding is necessary, but not sufficient. He states:

Understanding alone is not enough. It provides only the beginning steps upon which appropriate learning experiences can be arranged (1966, p. 8).

A similar position is reflected by Wolpe (1958). Although he has never considered empathetic strengths, counsellor personality, and the counsellor-client relationship as deserving lengthy attention, he nevertheless recognizes their fundamental importance,

I have a strong clinical impression that patients who display strong positive emotions toward me during the early interviews are particularly likely to show improvement before special methods for obtaining reciprocal inhibition of anxiety are applied (p. 194).

In their work on the 'central therapeutic ingredients' Truax and Carkhuff (1967), give more detailed attention to the personality of the counsellor, reasoning that without the capacity to understand there can be little or no possibility of beginning a relationship let alone a therapeutic one.

Briefly then, aside from the differences in research emphasis, the techniques and skills of facilitating behavioral change might be seen as complimentary to that capacity of personality which insures a wide range of human understanding and productive insight.

Although an empathetic capacity is generally held to be the prime and universal factor, it appears to be expressed differently with each person, and in a way that is characteristic of that person. Therefore, it would seem to be the functional result of a variety of responses, creative capacities and open attitudes operating in a working balance. One would suppose that these strengths would be in some way a function of an individual's capacity for original and divergent thinking. It is an area of research in which there has been relatively little

exploration directly related to counsellor personality (Whiteley, 1968). It is the intention of this present study to give some consideration to the presence of this dimension of counsellor personality.

Counsellor educators have recognized for some time the problems that attend the traditional selection and screening procedures, i.e., the limitations of judgements based on initial intake interviews (Felker and Brown, 1970). Reliance primarily upon academic criteria is likewise of reputedly little value (Hill, 1961; Patterson, 1964; Stripling and Lister, 1963). There is considerable evidence (O'Hern and Arbuckle, 1964; Joslin, 1965) that academic competence and potential counselling effectiveness are not necessarily directly related.

The attempts that have been made to discover the predictive value of various behaviors and characteristics of prospective trainees cover a wide range of interests from the use of reading comprehension scores (Callis and Prediger, 1964) to the assessment of the philosophical positions of prospective candidates (Ames, 1968). The results of interest inventories have been examined in relation to the successful completion of the training program (Stefflre, King, and Leafgren, 1962). As well, there has been a considerable number of bivariate studies using such personality inventories as the Minnesota Multiphasic Personality Inventory (Brams, 1961; Cottle and Lewis, 1954).

The relevancy of many of these investigations (Callis and Prediger, 1964) as to the specific functions of counselling has been questioned (Whiteley, 1968;

Patterson, 1967). Another position taken is the view that intellectual selection indices as such are inadequate predictors of an essentially non-intellectual function (Carkhuff, 1969a). Further to this, the entire question of selection and screening is challenged and rejected in principle on the premise that a person is continually making choices, and it is these choices that determine who and what he will become (Arnold, 1967; Dreyfus, 1962).

The lack of information and the need for continued research on the methods of selection of counsellor candidates has been clearly recognized by the American Psychological Association (1964). In a policy statement, the Association for Counsellor Education and Supervision (1964) similarly outlined the need for procedures for identifying and selecting candidates who would be most likely to be effective as counsellors; that is, candidates, "with a potential for developing effective relationships" (Section III). In addition, the statement calls for a continuous program of research designed to evaluate these procedures (Section III, No. VI).

That there has been a deepening appreciation and recognition of the importance of selection procedures prior to admittance to the counsellor training program should have a beneficial effect not only for already over-crowded programs, but its effects should be felt in terms of a more thoroughly competent professional body of counsellors.

Perhaps more fundamentally, as one of the 'helping professions' the counsellor has a responsibility to society; he is concerned with the various ways

man behaves and relates to his environment. Among the many interpretations of man's relatedness to man and to things, perhaps one of the most comprehensive and integrative views is that of Fromm (1964, 1970).

Fromm (1964) describes man's fundamental relatedness to society in terms of bipolar attitudes. That is, at one end of the continuum is the love of life orientation (biophilia); and at the other end is the anti-life orientation (necrophilia). Fromm sees biophilia and necrophilia not as single traits, but as representing an orientation, a complete way of thinking. The biophilous person is described as being one who fully loves life, who appreciates the processes of life; prefers to construct, rather than to retain; prefers to see something new to the security of finding the old confirmed; and loves the adventure of living more than certainty.

Conversely, the necrophilous person is seen as approaching life mechanically; being driven to transform the organic into the inorganic. Thus, all living processes, feelings and thoughts are transformed into things. The necrophilous person is deeply afraid of life because it is disorderly and uncontrollable by its very nature (Fromm, 1964).

In his development of the above characteristics Fromm clearly states that he sees these two tendencies as being environmentally induced and shaped, rather than biologically generated. Necrophilia is seen not as a normal biological tendency, but as a pathological phenomenon.

In effect, it is put forth that man has basic needs that stem from the

conditions of his existence, some of which have transcended the physiological order (Fromm, 1969). Fromm points out that there are certain societal and environmental conditions – certain universals that are good for man, that are in his best interests as a man. In other words, there is a strong sense of objectivity in Fromm's thought; he sees man as being the measure of his own needs. Society is accountable to man. The direction of individual and societal change is to be determined by these basic needs.

The counsellor, it could be argued, as one of the agents of behavioral change within society has been invested with weighty responsibility.

The question of identifying the potential counsellor and his relatedness to society becomes imperative when placed against the larger context of the Frommian frame of reference.

Fromm's thoughts remained quite unsubstantiated until Fox (1969) produced an instrument to validate the presence of the necrophilous-biophilous personality dimension. This instrument is the Life Orientation Test (LOT). The LOT has been built on the assumption that the concept of a life-death orientation would be related to a number of testable psychological constructs. Among the various relationships established in the Fox study, several have bearing on this present investigation. Persons scoring high on the LOT (biophils) as opposed to those scoring low (necrophils) were seen to be more conceptually complex, more open-minded, and younger in age. That is, an inverse relationship of the LOT with age was obtained. There was a significant tendency for

education students majoring in the social sciences to be more biophilous than those majoring in the physical sciences, or mathematics. There are further considerations that would seem to bear some relationship to, or have some effect on the development of those features which characterize the biophilous person, and therefore warrant further exploration. Some of these considerations are: the differential effect of teaching, administrative or related professional experience, capacity for divergent thinking responses, birth order, and early environmental variation. Not the least in importance is the question of the openness to change that is posited as characteristic of the biophilous person.

It would seem that the correlates of the biophilous personality as suggested by Fromm(1964) would be well suited to the requirements of counsellor personality. In that event the LOT should be able to serve as an index of the potentially successful counsellor trainee. In addition, it is the intention of this study to examine a number of related personality variables of successful counsellor trainees in order to test the usefulness of the Frommian contentions as a rationale for counsellor selection.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

The review includes firstly, the main concerns of previous selection studies, and secondly a detailed consideration of the literature related to the points in question, that is, correlates of conceptual complexity, creativity, the degree of open or closed-mindedness, and certain demographical variables.

PREVIOUS SELECTION STUDIES

General Description

It has been noted that most studies in the selection of counsellors could be classified in the following way (Whitely, 1968): those describing the differences between counsellors and non-counsellors (Cottle and Lewis, 1954; Kemp, 1962b); those concerned with differences between effective and ineffective counsellors (McDaniel, 1967; Brams, 1961; Mills and Menck, 1967); prediction studies (Dole, 1964; Rank, 1966); and trait and characteristic studies (Wrenn, 1952).

Whiteley supports Patterson's (1967) observation questioning the utility of many of these studies for selection purposes, noting in particular that in some studies the differences, though statistically significant, are so small as to be of little practical significance or use. In addition, it is pointed out that with

some instruments, such as the Minnesota Multiphasic Personality Inventory (MMPI) there can be little difference expected from the scores of counselling students compared with those of other college or graduate students (Cottle and Lewis, 1954).

Hill and Green (1960), Hill (1961), and a study by the American Psychological Association (1954) represent some of the earliest major attempts to study the selection of counselling students. As little work had been initiated prior to these studies, Patterson (1967) considers most of these surveys to be reviews of practise rather than of research.

Interest Inventories

There has been some, but not extensive use of interest inventories (Cash and Munger, 1966) in counsellor selection procedures. They have usually been used in conjunction with a variety of personality measures. A study by Johnson, Shertzer, Linden, and Stone (1967) represents one of the more thorough examinations of the relationship between inventoried interests, certain personality measures, and counselling effectiveness.

They used the Strong Vocational Interest Blank, and included the California Psychological Inventory (CPI), the Guilford-Zimmerman Temperament Survey (GZTS), and the MMPI. In addition, the results of a Counsellor Rating Scale (a modification of a 50-item Interview Rating Scale devised by Anderson and Anderson (1962)) were used. That is, along with peer and

counsellor self-ratings they were related to supervisory evaluations.

Exploratory and descriptive in nature, the results of this study did not allow any conclusive statements to be made concerning the predictive value of the instruments used. They report a number of interesting observations however, the results could be taken to indicate that the trainees and supervisory staff were influenced by somewhat superficial qualities. That is, there may have been a tendency to judge as effective those trainees who were seen as cooperative, affable and efficient, i.e., who made counselees feel comfortable, who did not disturb anyone! It was asked rhetorically in the study if these were the qualities that insured counselling effectiveness; or, were they simply general characteristics that enable the counsellor to relate well to others regardless of the relationship in question.

It might be questioned further, whether or not this might be seen as something of an indictment upon the counsellor as a would-be agent of change. It appears that the above tendency to avoid disturbing the 'status quo' would not be far removed from Fromm's notion of a necrophilous "indifference to life", of a "lack of protest" where life forces are seen to be weakened, distorted, or threatened (1964, p. 25).

The fact that the concepts and expectations of counselling effectiveness had not been obtained and clarified among the counselees, the counsellor candidates and the supervisory staff was seen by the authors as one of the major limitations of this study. For studies that would attempt to explore the relation-

ship between certain interests, personality variables and counsellor effectiveness, the implication in terms of the present study is of course, that such studies should include firstly, some means of identifying those components that facilitate change. Secondly, it would be desirable that a relatively effective means of arriving at an objective and common standard of judged success be developed.

Intellective and Non-Intellective Indices

To date most research has been concerned with intellective indices of counselling competence. Because many of those more commonly used are to be examined in this present study, detailed development of their application will not be given at this time. It is sufficient to say that the question of whether the intellective instrument lends itself to the nature of such a task is well taken (Allen, 1967; Carkhuff, Piaget, and Pierce, 1968).

In focusing attention almost exclusively on non-intellective variables, Carkhuff (1969a, 1969b) has explored the predictive possibilities of what he terms, Communication and Discrimination Selection Indexes. Based on the assumption that the best index of a future criterion is a previous index of that criterion, the communication indices are seen to approximate the real life demands of the helping role. The overall level of communication is determined by the ratings of experienced counsellors of the trainees responses to a series of taped client expressions. Discrimination scores are determined by the use of a second tape in a similar manner. A comparative analysis is made of the ratings of

trainee responses and experienced counsellor responses to the various taped situations. The experienced counsellors would have demonstrated predictive validity in previous outcome studies, states Carkhuff. Specifically, it is hypothesized that those trainees functioning at relatively high levels of communication initially would benefit most from a training experience with a high-level-functioning trainer. The results of the study indicated that the pre-training communication indexes appear to be potentially good in predicting trainee level of functioning following training with a high-level functioning trainer.

In theory the notion has possibilities for selection and prediction, whereas in fact it is a design for integrating didactic, experiential and modelling elements into a long-term training program with predictive uses. The prediction possibilities are the outcome of the effects of an integrated training program conducted by a high-level functioning trainer. This leads to a limitation that Carkhuff does not hesitate to acknowledge; the fact that the results of the pre-training communication indexes as well as the following training program are qualified by the level of functioning of the counsellor trainer.

As desirable as a non-intellective index might be, many questions remain unanswered at this point in the development of a standardized, relevant, economical, yet efficient means of indentifying or selecting promising counsellor candidates.

PERSONALITY DIMENSIONS

Operating on the assumption that certain dimensions of personality would be related to effective performance in counselling, there have been several attempts to investigate the relationship between measured personality characteristics and a variety of behaviors related to counselling. Great diversity exists, not only in the wide range of interests, but in the variety and number of instruments employed. This very diversity would seem to call into question the priorities upon which the relevance of some of the interests being examined were based (Callis and Prediger, 1964). Any advance in selection studies however, presupposes the identification of some of the components more directly related to counselling effectiveness. There are indications that a more pertinent direction of enquiry may have been initiated.

Conceptual Complexity

Whiteley, Sprinthall, Mosher, and Donaghy (1967) and Allen and Whiteley (1968) exemplify this trend well in their investigation of one particular dimension of counsellor effectiveness, cognitive flexibility. They define cognitive flexibility as a capacity to think and act simultaneously and appropriately in a given situation. It finds expression, they state, in "open-mindedness, adaptability, and in a resistance to premature closure" (Whiteley et al, 1967, p. 227). Rigidity is marked by the opposite tendency; an "intolerance of ambiguity, a

need for structure," and a "difficulty in adaptation" especially in new and undefined situations. The ability to listen, "to respond to the client's view of the world" they add, would require the counsellor to operate from an "open-ended" cognitive or conceptual system within himself (p. 227). In this particular study, Whiteley et al report a positive relationship between cognitive flexibility - rigidity as predicted on the basis of certain projective measures (Rorschach, and Thematic Apperception Test) and supervisory ratings on the same dimension.

Conceptual structure, that is, complexity and simplicity, has been the object of extensive research (Harvey, Hunt, and Schroder, 1961; Schroder, Driver, and Struefort, 1967). The characteristic mode of response of the person of low-level structure does not appear to be well suited to the requirements of counsellor personality. Schroder et al, describe the low level person as being a "categorical black-white thinker" (p. 16). Whereas those of high-level complexity are not "dependent upon external conditions". . . or "upon past experiences for predicting events." Rather, they are found to be "highly effective in adapting to a complex, changing situation" (p. 23). Characteristics such as, those termed "complex" would seem to be essential to the make-up of counsellor personality.

The description given in a study by Combs and Soper (1963) on the perceptual organization of effective counsellors appears to provide a related and concrete illustration of the open-ended and flexible cognitive system needed. They report finding significant relationships between supervisory rankings of student counsellor effectiveness and those of graduate research assistants trained in the

rating of certain perceptual inferences. The results of this study contain the suggestion that the effective counsellor could be described as being more oriented to people rather than to things. That is, he more frequently "utilizes the internal rather than the external frame of reference." Moreover, the effective counsellor "sees his purpose as freeing rather than controlling, as altruistic rather than narcissistic." He is "concerned with larger rather than smaller meanings" (p. 223, 224).

Such characteristics appear to reflect well some of the strengths of the open, life-loving person as outlined by Fromm (1964); he "sees the whole rather than only the parts, structures rather than summations" (p. 23). An open, productive concern "always implies a syndrome of attitudes; that of care, responsibility, respect and knowledge "where the other is seen," as he is, objectively and not distorted by my wishes and fears" (Fromm, 1969, p. 38). Fox (1969) reports relationships between measures of life orientation (biophilous-necrophilous continuum) and conceptual complexity that bear out Fromm's observations. Therefore, in terms of the present study, it could be expected that those trainees exhibiting such conceptual strengths would be found to be more effective as counsellor candidates.

With regard to the study by Combs and Soper, there are a number of limitations of which this study is a typical example. Patterson (1967) points out several: conclusions are based on the performance of students rather than on trained counsellors; there appears to be no means of handling the differing concepts

of effective counselling; and the study does not account for the matter of whether differences existed prior to the training program. Thus, the implication is that studies should incorporate pre-training measures of individual differences. The design of the ensuing study is therefore so structured.

Open and Closed-Mindedness

Closely related to the above Combs and Soper study, yet different enough to merit consideration are studies by Mezzano (1969); Milliken and Patterson (1967); and Kemp (1962a). They explored the relationship of Dogmatism (Rokeach, 1960) to counsellor effectiveness. Kemp showed that the open-minded counsellor tends to be more understanding, permissive and supportive than the closed-minded, dogmatic counsellor. In extending the implications of this study, Milliken and Patterson suggest that an inverse relationship might exist between dogmatism and counsellor effectiveness. It is relevant to mention, that Kemp calls for more emphasis to be placed on assisting the counsellor-in-training to understand his own personality dynamics, since his counselling in high probability will be in agreement with his inner attitudes. The more closed-minded, Kemp observes, appear to be "less in contact with their own visceral and sensory stimuli." There is a greater tendency to "narrow or distort meanings in relation to their early beliefs and/or authority figures" he states. Moreover, they are inclined to pattern their responses "in the light of the demands of the situation" (p. 156). Without doubt, the need for "order," "certainty," and the security of

being guided by familiar "memory, rather than experience" is highly reminiscent of the characteristics of the necrophilous person as outlined by Fromm (1964, p. 22 - 25).

Fox reports results which indicate that individuals giving evidence of more necrophilous tendencies as measured through the LOT tended to be more closed-minded as compared to those characterized by more life-loving tendencies. Measures of open and closed-mindedness were obtained through the use of the Dogmatism Scale.

Mezzano, appreciating the need of reliable instruments for selection purposes attempted to investigate the relationship between dogmatism as measured by the Dogmatism Scale, and counsellor effectiveness as measured by supervisor's ratings. The results of this study, however were inconclusive. This might be explained by the fact that the supervisory rating scale appears very open to general and varied interpretation. Interestingly enough, Mezzano reports that twenty of the thirty candidates had according to the Dogmatism Scale become less dogmatic, while three individuals remained much the same, and seven had become more dogmatic. Although not conclusive, the suggestion is made in the Mezzano study that dogmatism is a characteristic that may be altered.

Consequently, it would appear essential that any serious examination of those variables related to counsellor effectiveness in some way include a consideration of the presence of dogmatism. The frequent and effective use of the Dogmatism Scale attests to its strength and reliability as a means of measurement. It

would seem logical to expect then, that those trainees judged to be more effective in counselling would give evidence of greater open-mindedness, more permissive attitudes; in general, a tendency to be less dogmatic.

Creativity and Counsellor Effectiveness

Among the many dimensions characteristic of the biophilous orientation, perhaps the most descriptive notion and variations there of would be those pertaining to creativity. In describing the productive mode of relatedness, Fromm says:

Productiveness is man's realization of the potentialities characteristic of him, the use of his powers. . . . Generally the word 'productiveness' is associated with creativeness, particularly artistic creativeness. The real artist, indeed, is the most convincing representative of productiveness. . . . by far the most important object of productiveness is man himself (1970, p. 91, 92, 97).

In a recent study, Fox (1969) attempted to substantiate the presence or greater strength of creativity in biophilous oriented persons than in necrophilically oriented persons. Although a relationship between the LOT and creativity measures would seem to be in order, such an outcome was not supported in the above study. This may be accounted for by a certain ambiguity in the meaning of the creativity measures used. It was suggested by Fox that the measures employed might be reflections of a productiveness more characteristic of the necrophilous passion for quantity.

Many of the strengths held to be characteristic of the effective counsellor, that is "open perceptual organization" (Combs and Soper, 1963), and

"cognitive flexibility" (Whiteley et al, 1967) are suggestive of behavior commonly associated with persons of higher creative capacity. Perhaps the most popular image of the creative person and one given extensive study is that of their capacity for divergent thinking (Guilford, 1967b). The creative person is seen to be more conceptually complex, to operate at a higher level of integration, and is therefore thought to be capable of a greater number of adaptive responses (Barron, 1963). From an associative point of view, creativity is seen in the ability to form "associative elements into new combinations. . . which are in some way very useful. The more mutually remote the elements of the new combination, the more creative is the process" (Mednick, 1962, p. 221). Elsewhere, Barron describes the creative person as having not only a "high tolerance for ambiguity" but, what tends toward a marked preference for the "disordered, irregular, or even the chaotic." That is:

creative individuals have a positive liking for phenomenal fields which cannot be assimilated to principles of geometric order and which require the development or, better, the creation of new perceptual schemata (1963, p. 155).

Wolpe (1958) in speculating on the probable effectiveness of therapy without reciprocal inhibition procedures, notes that all therapeutic approaches employ some type of interview situation:

This kind of situation undoubtedly excites emotional responses in many patients, and both the character and the strength of these responses vary as functions of many factors, of which the personality and attitude of the therapist and the individual reactive potentialities of the patient are presumably the most important (p. 193).

If the response is antagonistic to anxiety, and of sufficient strength Wolpe suggests, it will supposedly reciprocally inhibit the anxiety responses that are almost certain to be evoked by the exchange. The therapeutic effects should then occur. It is doubtful, he adds, that they would occur if the emotional responses to the interview were too weak. The implication in terms of the present study is that the quality and direction of the emotional response evoked in the client by the therapist is in greater measure dependant upon the therapist's wide-reaching, creative ability to understand and communicate.

With regard to personal capacity for diverse responses, as well as the creative use of technique, Bandura (1968) warns against underestimating the power of the therapist's interpersonal responses. He takes issue with the view of therapy as working solely with a "specific framework" through which one can "systematically use his particular therapeutic techniques." He cautions against a too easy reference to the experiences within the patient - therapist relationship as non-specific influences:

It is difficult to conceive of non-specific influences in psychotherapeutic interchanges because each expression by the patient elicits some type of response from the therapist, and this response inevitably creates a specific reinforcement contingency that has a specific effect on the patients behavior (p. 127).

Of particular interest to this present study is the fact that Bandura cautions further against the therapist who provides relationship experiences through indiscriminate positive interest. Consequently, because of certain attitudes, the

therapist may be creating social reinforcement contingencies that have injurious effects. Thus, relationship experiences may be either harmful and/or helpful, he states. Briefly, whether improvement is seen to depend upon the therapeutic relationship as such, or upon what is done with it, the quality, the diversity and the depth of response on the part of the therapist or counsellor is widely recognized as being fundamentally important.

Therefore, although the evidence is not conclusive, it seems in order to anticipate a tendency toward greater creative capacity within trainees held to be more effective, than in those seen to be less effective.

DEMOGRAPHIC VARIABLES

Background: Academic

There is some evidence to suggest that differences in background influences might be related to counselling effectiveness (Brams, 1961). Interview behavior has been investigated (Campbell, 1962) in terms of occupational and academic background differences. Freedman, Antenen, and Lister (1967) examined the relationship between counsellor personality measures and background influences in terms of the trainees verbal response patterns. In addition to the CPI, and the GZTS, they used the Porter Interview Analysis Scale (PIAS). Students in counselling specially trained in the use of PIAS served as judges. Considering the limits of the sample, and the treatment of the data, the authors report a strong predictable relationship between certain personality measures and verbal

response patterns. In effect, Freedman et al hold the implications of their study to be most useful in terms of selection and evaluation of counsellor candidates. They state that attention might be given to the effects of academic preparation of the response patterns of counsellors that are more facilitative of personal growth and change in the counsellee.

Goldschmid (1967) demonstrated that on the basis of personality tests, it is possible to predict the university major of students. He has developed a variety of categories in terms of either a social science-humanities orientation, or an inclination to the physical science. It is generally understood that the physical sciences by definition require an approach that emphasizes quantification and abstraction. Its general aim is that the unknown will become the known and thereby be controllable. Such an approach, according to Fromm (1964) is more characteristic of the necrophilous orientation to life. Within the social sciences, because they pertain to life situations, the problems and complexities studied do not lend themselves to similar descriptive laws. In a recent study, education students majoring in the social sciences were observed to rate higher on measures of biophilous orientation (LOT) than their counterparts with backgrounds in the physical sciences or mathematics (Fox, 1969). This suggests that those engaged in the social sciences should be expected to reflect attitudes that are highly similar to those indicative of the life-loving person, and should therefore function more effectively as counsellors-in-training.

Background: Professional

Although it may be commonly thought that the older candidate would most probably bring a greater wealth of experience to the training program, a study by Jansen, Robb and Bonk (1970) obtained results that do not necessarily support such an assumption. The authors consider the possibility that there may be something intrinsically related to a lengthier period of classroom teaching experience which militates against the attitudes essential in effective counselling. They do not suggest what this might be.

Munger, Myers and Brown (1963) report evidence of little or no permanent change remaining following counsellor training. Most studies reporting pre- and post-training measures of change (Demos and Zuwailif, 1963; Jones, 1963) have not undertaken follow-up studies. The work by Munger et al at a three month and a twenty-seven month followup showed that what appears to be the effects of differing professional or occupational environments. Those employed as counsellors showed little departure from post-training measures of change. Those employed as teachers or administrators showed a definite return to their original level of functioning after the three month period. In a cross-sectional study of counsellors at various levels of preparation, Mordock and Patterson (1965) found only minimal change in pre-and post-training measures, while the follow-up one year later indicated that no lasting change had occurred.

Reporting results quite contrary to the work by Jansen et al, Kassera

and Sease (1970) controlled for age, teaching experience, and previous counselling experience. They state that these particular characteristics among others did not appreciably affect the attitudinal changes measured by the study. It will be noted however, that in general this study did not obtain differences.

With regard to the nature and effects of administrative work, it will be recalled that within the Frommian view, they would be seen primarily as necrophilic. That is to say, possibly there is an occupational hazard in being involved primarily or exclusively in a data world of forms, facts and figures.

In examining the need structures of principals, counsellors, and teachers, Kemp (1957) found principals higher than counsellors on the need for order, deference, achievement and aggression. In a later study, comparing principals and counsellors, Kemp (1962b) showed that the principals more often than counsellors tended to satisfy their needs through encouraging conformity in others, and in being recognized an authority. Fox made a comparative examination of the direction of life orientation of educational administrators, (e.g. principals) and pupil personnel workers (e.g. counsellors). A significant difference however, was not obtained in this study.

With regard to the classroom teacher and teaching situation, possibly the traditional group-learning program in contrast to an individualized-learning program is instrumental in creating within the classroom teacher a need for a more highly structured environment. It may be that elements related to sustaining this environment in turn militate against certain attitudes essential for effective

counselling, thus creating the effect noted in the study by Jansen et al. In general, although it is to be interpreted with caution, there is some evidence that points to the probability that the more effective counsellor trainees will have had considerably less administrative and teaching experience than those seen as less effective.

The continuation of research on the relationship of age, and the effects of teaching, administrative and related professional experience to in-training counselling effectiveness is advisable. It possibly becomes imperative in view of the assumptions maintained in the Conference Report of Professional Preparation of Counselling Psychologists (Greyston Conference, 1964):

In general, the belief is that counselling psychologists in comparison with other psychologists, are older at the time of receiving the doctorate, and typically have had a variety of work experiences. . . their interest in counselling appears to crystallize at various age levels. Although this tendency creates problems in terms of selection and in the development of a sound foundations of basic psychology . . . the benefits are looked upon as desirable. Raising or changing admissions requirements should not result in an unwise narrowing of the range of persons given an opportunity to become a counselling psychologist (p. 22 - 23).

Age

It will be recalled that Jansen et al examined the relationship between certain personality variables and competence related to theory and skill in counselling. All subjects had had previous teaching experience. Those judged most competent were found to be significantly younger in age. They had been

employed fewer years than those who were seen to be less competent. This may be taken to indicate (the authors' suggest,) that age, particularly beyond 30, is negatively related to the characteristics essential for counselling competence. Similar conclusions are reported in earlier studies (O'Hern and Arbuckle, 1964).

The relationship between life orientation and age was explored by Fox (1969). It was demonstrated that age is inversely related to life orientation. That is, acquisition of necrophilous tendencies appears to accompany the aging process. In effect, increasing age seems to be characterized by a preoccupation with the past, a preference for the familiar and the traditional. Fox's results appear to substantiate previous observations (Shneidman, 1966). In view of this it would seem logical to anticipate that counselling competence would be negatively related to age.

Birth Order

Although birth order has been studied in relation to a number of characteristics, attitudes and behaviors, there appears to be little or no research exploring the relationship between birth order and potential counselling effectiveness. The rationale for this supposition lies in the birth order hypothesis (Adler, 1927).

The theory holds that personality is the product of varying influences within the family environment. Thus, there is a differential effect upon the individual depending upon one's position as an older or younger child. Related

in principle on a somewhat larger scale, this same cyclic effect of man's action upon his environment has been a major Frommian observation (1967, p. 39-56).

Previous studies have found that first borns as opposed to latter borns exhibit greater anxiety (Schacter, 1959), higher dependency needs (Sears, 1951), more submissiveness and a greater need for achievement (Lunneborg, 1968). Such patterns of behavior are not among those usually cited as typical strengths of the effective counsellor (Arbuckle, 1965). It will be recalled that such tendencies are more characteristic of a necrophilous rather than of a biophilous orientation (Fromm, 1964). Yet, effective counsellor trainees have been found to rate high on measures of anxiety, conformity, submissiveness (Wicas and Mahan, 1966), and on preferences for deference and order (Stefflre, King, and Leafgren, 1962).

Related studies on counsellor personality report results that appear so varied in the characteristics being examined that it is difficult to know if the characteristics in question are indeed identical. Thus, only tentative conclusions seem possible. In general, however, the direction of the evidence associated with birth order would lead to the expectation that among a given number of effective counsellor trainees, there would be proportionately fewer first borns present, compared to latter borns.

Religiosity

Of the various behavioral patterns reflecting certain attitudes of mind, the religious factor has been found to bear a number of important relationships.

There is evidence to suggest that those who are 'religious', or 'religiously involved' according to specific criteria tend to exhibit characteristic patterns of behaviour in contrast to those considered 'non-religious'. Specifically, religious persons have been found to be more authoritarian (Adorno, Frenkel-Brunswik, Levinson, and Sanford, 1950; Rokeach, 1960). Similarly, Allport and Ross (1967), and Wilson (1960) are among others who report a higher incidence of prejudice and general intolerance of non-conformism among church-goers compared with non-attenders.

The evidence however, is not conclusive. In some cases it is contradictory (Rokeach, 1960; Struening, 1963). This is in part due to the varied definitions of 'religiosity'; perhaps the prime source of inconsistency among such studies (Allport, 1961; Freud, 1957). In an attempt to clarify the issue somewhat, a distinction has been made between what is termed "extrinsic" and "intrinsic" religious motivation (Allport and Ross, 1967). With the intrinsic religious orientation, religion is recognized as a value in itself. Within an extrinsic religious orientation it is used to serve other needs - it is instrumental and utilitarian. Expressing a similar position, Adorno et al state that the fact of the acceptance or rejection of religion "is not as important as the way in which it is accepted or rejected" (p. 218). The need of security, the kind of structure chosen, and the manner in which it is used has been a constant Frommian concern (1967).

With regard to counsellor education and preparation, there appears to be

little or no research directly related to the relationship between the religious factor and counselling effectiveness. There has been some examination of the influence of religious values among other values held by counsellor candidates in general (Rochester and Cottingham, 1969).

Bearing in mind the inconsistent nature of the evidence surveyed, a general trend or direction of behavior nevertheless appears to be detectable. It is suggestive of a negative relationship between measures of religiosity and counselling effectiveness.

Environment

The effect of differential environments has been the subject of extensive research. In physiological terms, the effects of an enriched environment in contrast to an impoverished environment on brain chemistry have been noted (Krech, Rosenzweig, and Bennett, 1962). Differences in problem solving ability of animals raised in varying degrees of environmental complexity have been obtained (Oakley and Hochhauser, 1969).

The work by Werner (1969) and Honzik (1967) is representative of the scope of studies on the effects of differential environments during childhood and as reflected in later adult behaviour. Considerable attention has been given to environmental factors in the study of creative behavior and its development (Mooney and Razik, 1967; Wade, 1968). Similarly, within conceptual systems theory (Harvey, Hunt and Schroder, 1961) there is recognition of the differing

effects of optimal and minimal environmental conditions. That is, conditions which either facilitate (interdependent dimension) or impede (unilateral dimension) conceptual development.

With regard to counsellor education and selection, there appears to be little or no examination of the environmental factor as related to the effectiveness of the trainee.

Considering the tenor of the literature on the effects of differential environments, certain expectations in terms of the present study seem to be in order. That is, those trainees seen to be more effective as counsellors might be expected to show a different set or pattern of demographic variables than those seen to be less effective. The scope of the question of environmental factors appears to be yet too vast, and possibly premature in development to propose any directionality to the above expectation at this time.

CHANGE AS A CONCOMMITANT OF COUNSELLOR PREPARATION

By definition, in as much as the training program is a learning process, counsellor educators have been interested in the question of change within the candidate (Webb and Harris, 1963; Cash and Munger, 1966). Further to this, it was suggested earlier in this study that in as much as the counsellor is an agent of change, it is highly probable that an openness to change and innovation would be an essential feature of counsellor personality. "Implicitly, change is being sought in the stance which the student assumes toward his world"

states Carkhuff, it is an attempt to "involve the student in a life-long learning process" (1967, p. 312 - 313).

There have been a number of studies directed toward examining the extent to which participation in a counsellor education program is accompanied by a change in the personal characteristics of the trainees. It will be recalled that consideration was given to a number of these studies (Demos and Zuwailif, 1963; Munger, Myers, and Brown, 1963). They were examined in view of the differing effects that pre- and post-training teaching and administration compared to counselling had upon the possibility and permanency of change respectively.

There have been a number of questionnaire-type evaluations of the effects of counsellor education and training (Peters and Thompson, 1968; Shertzer and England, 1968). The approach used in both cases however, does not render specific information on personal change in the sense of the above studies. Both are post-training studies, thus eliminating the possibility of pre-training measures. The former study is the result of school superintendents' impressionistic evaluations of counsellor preparation. It might be questioned whether they are in a position to judge competently. Graduate counsellors were solicited in the latter study. No provision was made for counselling effectiveness or training specialization.

Kassera and Sease appear to represent the only direct examination of change within the counsellor trainee as a result of the training program. Specifically, of the trainees attitudes toward himself and his clients. Although they also used the CPI and the Dogmatism Scale, they included Berger's Acceptance

of Self and Others Scale, and Porter's Test of Counsellor Attitudes. They do not attempt to examine their use as selection instruments.

Briefly, they used the four scales on three groups formed according to varying levels of counsellor preparation. The fourth group served as a comparison or control group. The Porter test produced the greatest number of significant differences. Although it appears that none of the instruments differentiated the various counsellor groups from the comparison group with a necessary degree of satisfaction. Kassera and Sease state that in each case there was what tended to be a difference, although not significant, for the means of the advanced counsellor groups. This may lend indirect support to their hypothesis that the training program does affect certain measurable changes with regard to the attitudes of counsellor candidates. The question however, would appear to remain as yet unanswered. In addition, this particular study did not examine the relationship between measures of change and judged effectiveness of the trainees of the various groups.

It will be recalled however, that there is a growing body of evidence (Rokeach, 1960; Schroder et al., 1967) that suggests that the possibility for change depends in great part on one's conceptual system, or habitual mode of processing information. Kemp (1962a) sees as a prime responsibility on the part of both the counsellor-trainer and trainee to arrive at some understanding of the quality, extent and potential for change within the candidate. The more closed-minded, the greater the possibility, he states, that the trainee will simply "simulate change in accordance with the expectancies of the situation". He

continues, "This change is likely to be phenotypical, and 'party-line' " (p. 157). Indeed, in reference to the necrophilous person's fear of change and the unpredictableness of life, of his need for "order," "certainty," and "finding the old confirmed," Fromm points out that the varying degrees to which a person may or may not be open to and aware of his necrophilous tendencies, may have bearing on either his possibilities for change, or on the rationalizing of these tendencies (1964, p. 22-25).

The authoritarian person, Fromm (1967) stated, "adopts entirely the kind of personality offered to him by cultural patterns" and "he therefore becomes exactly as all others are and as they expect him to be" (p. 208-209). That is to say, it appears that a closed information processing system renders the more dogmatic individual so immune to actual change, that is allows considerable superficial accommodation to the prevailing expectations of the immediate environment.

In contrast, states, Kemp, the open-minded trainee normally considers "ideas on their merits," and therefore is likely to "experience less threat." Consequently, such change rather than phenotypical, "appears to be genotypical, resulting from the intelligent integration of new concepts" (1962a, p. 157).. Similarly, the life oriented individual according to Fromm, is deeply "characterized by growth in a structured, functional manner" (1964, p. 22). It would seem in order then, to anticipate greater movement through certain measureable characteristics, e.g., conceptual complexity, dimensions of open and closed-mindedness,

etc., in those trainees who in turn are judged more likely to facilitate greater change in others.

HYPOTHESES

The possibility that personality dimensions and demographic variables may be related to counselling effectiveness has been put forward for consideration. The following hypotheses embody the specific relationships in question.

HYPOTHESES RELATED TO VARIOUS PERSONALITY DIMENSIONS

- I. Those rated as more effective will demonstrate greater conceptual complexity than will those rated as less effective.
- II. Those rated as more effective will be higher in open-mindedness compared with those rated as less effective.
- III. Those rated as more effective will be more biophilous as opposed to those trainees rated as less effective.
- IV. Those rated as more effective will be higher in creative ability than those rated as less effective.

HYPOTHESES RELATED TO PRE- AND POST-TRAINING MEASURES

- V. Those rated as more effective will demonstrate greater movement toward complexity on the PCT between pre- and post-training testing than those rated as less effective .
- VI. Those rated as more effective will demonstrate greater movement towards open-mindedness on the Dogmatism Scale between pre- and post-training testing than those rated as less effective .
- VII. Those rated as more effective will demonstrate greater movement towards being more biophilous on the Life Orientation Test between pre- and post-training testing than those rated as less effective .

HYPOTHESIS RELATED TO CERTAIN DEMOGRAPHIC VARIABLES

- VIII. High-rated trainees as opposed to low-rated trainees will demonstrate some differences in terms of descriptive demographic variables .

CHAPTER III

PROCEDURE AND DESIGN

THE SAMPLE

The sample for this study was composed of those trainees enrolled in the individual counselling practicum in the Department of Educational Psychology during the 1970-71 session of the University of Alberta. The practicum was designed to provide supervised assistance and training in a variety of counselling experiences: personal, academic and vocational. The trainees were registered in the M. Ed. and graduate Diploma programs. Class enrollment totalled 47; of the 40 trainees who participated in the pre-training testing session, 6 did not complete the post-training testing requirements. Although testing took place during the regular class meeting time, participation was voluntary.

THE INSTRUMENTS

The Paragraph Completion Test

The Paragraph Completion Test (PCT) was constructed as a semi-projective measure of cognitive complexity (Schroder et al, 1967). The subject is required to write three or four sentences (a short paragraph) to complete a sentence stem. There are six such stems. A copy of the PCT is to be found in Appendix A. Ratings are made by assessing the degree of complexity demonstrated; that is, the level of conceptual structure that generated the response. A point system

of values of 1, 2, 3, 4, 5, 6, and 7 is used for rating the responses. Examples of typical responses representing levels 1, 3, and 7 are presented hereafter.

Familiarity with the theoretical variables and thorough training have enabled raters to establish inter-reliabilities of .80 - .95. Internal consistency over the six items is reported to be an acceptable .57 - .75 (Schroder et al, p. 106).

Weighting or level of Conceptual Complexity Inferred	Response
1	Rules . . . are a necessary part of society. If an individual is to operate effectively he must internalize the standards set by society and this involves obeying rules.
3	Rules . . . can be helpful, but should never be more important than the people concerned. Rules are to give order, but at the same time should serve people.
7	Rules . . . change as they must. They are essentially dynamic in nature, but appear to change too slowly in some situations. In these situations the "old rules" are frustrating. It is through this constant adaptation, that social change and growth takes place.

The Dogmatism Scale

The Dogmatism Scale (Form E) constructed by Rokeach (1960) consists of 40 items designed to measure the "open-mindedness" or "closed-mindedness"

of an individual's belief system (p. 71). That is, a person's belief system is characterized as being open or closed by the extent to which judgments are based on the intrinsic value of the information being received. One important implication, Rokeach states, is that with the more open belief system (low dogmatic) external factors and internal pressures would be less effective as determinants of the way information is evaluated and acted upon. Conversely, with the more closed belief system (high dogmatic) no distinction is made between "information received about the world and information received about the source" (p. 58). Thus, judgments cannot be made apart from the influence of the source of information, or irrelevant internal pressures.

Subjects respond to the various items by indicating the extent to which they agree (+1, +2, +3) with the item, or the extent to which they disagree (-1, -2, -3) with the item. A score is obtained by summing the response values for all the items. A constant of 160 is added to the final score to obviate dealing with negative numbers.

The Dogmatism Scale has been validated through extensive use. Reliability ratings have been increased through a series of test revisions and refinements; estimates reported by Rokeach (1960, p. 89) range from .68 - .93.

The Anagram Test

The Anagram Test is a commonly used measure that is held to be an indication of originality or creativity (Barron, 1963). Briefly, the test word

"GENERATION" is given to the subjects. The letters forming the test word are then used to generate other words of any length or number. The resulting words are then scored for infrequency of occurrence in relation to the group participating as a whole. That is, if a subject offers a word that has not been duplicated by another subject in the sample, that solution is given 1 point for originality. For example, the word 'genre' which was given only once in the entire sample received 10 points. Whereas, the word 'tree' occurred ten times in the total sample, and was therefore allotted 1 point. Words occurring more than ten times were given no score. Thus, the weighting range used was from 1 to 10 points. The total score became the sum of the points awarded to each subject for their correct, but uncommon solution.

Life Orientation Test

It will be recalled that the Life Orientation Test (Fox, 1969) was built on the assumption that Fromm's (1964) concept of life orientation could be related to a number of testable psychological constructs. The initial 72-item version was so designed that low scores reflect anti-life tendencies, and high scores reflect pro-life tendencies. Through item analysis the test was shortened to 40 items, and then subjected to validation procedures involving over 800 testees. Fox reports that reliability estimates of (.83) and (.71) were obtained by test-retest procedures, and the odd-even method respectively. This indicated an acceptable level of test consistency. The LOT is seen to be a valid and reliable measure of

Fromm's biophilous-necrophilous continuum.

The scoring procedure utilizes a weighting range of 5, 4, 3, 2, and 1 from agreement to disagreement on the biophilous items, while the reverse pattern is used for the necrophilous-agreement items. The subjects recorded their responses on a separate answer sheet arranged on the basis of the Likert-type scale. A copy of the Life Orientation Test is to be found in Appendix B.

OTHER DATA COLLECTION PROCEDURES

Personal Information Collection

In an attempt to gain added perspective and new insights regarding the characteristics of effective counsellors information related to certain demographic variables was requested for examination. Thus, the trainees were asked to complete a personal data questionnaire. A copy is to be found in Appendix C.

Trainee Program and Evaluation

The training experience for the counsellor candidates was provided throughout the entire academic year(6 months). Trainees were placed in either educational or clinical settings or both, where they worked with three or four clients per week. Two different supervisors were assigned for each of the two terms covered by the duration of the program. In addition, every trainee met regularly with other trainees and a staff member. Both sessions, the individual and the group one, were held weekly. Generally, portions of audio or video

taped interviews were examined with a view toward the trainees gaining further insight and technique (personal and professional growth) from the mutual criticism, exchange and support.

Evaluation of the trainees took place at the end of each term. The supervisory staff were given a Counselling Practicum Evaluation guide to assist them in rating the effectiveness of the trainees. A copy of this form is to be found in Appendix D. The evaluation form consisted of two parts. The first called for a subjective assessment of the trainee's performance and potential as a counsellor. The second section consisted of a more objective rating of the trainees abilities. A seven-point rating scale was employed (Allen and Whiteley, 1968). A single score was then derived to indicate the grade for each term.

These scores were subsequently considered in conjunction with the observations of the various seminar leaders to determine the final rating for the counsellor training program.

INVESTIGATION PROCEDURES

The four instruments, the PCT, the Dogmatism Scale, the LOT, the Anagram exercise, and the Personal Information Collection were administered during regular class meeting periods. The Anagram test was only included at the pre-training testing sequence. All others were administered at both the pre-training and post-training sessions. Testing materials were given in the manner described in the foregoing discussion of the instruments.

The final grade ratings were obtained from the department records.

The results of the test, the demographic data, and the grade scores were entered on IBM data cards for processing and analysis.

CHAPTER IV

FINDINGS AND CONCLUSIONS

Introduction

The results of the selected tests and measures were put to statistical analysis. Specifically, three basic relationships were examined. The first relationship dealt with the proposed differences between the two criterion groups (e.g., counsellor trainees adjudged to be more (1) effective and (2) failures, or those termed less effective) and the various personality measures. The second relationship examined was concerned with personality changes as manifest in test variance between pre- and post-training measures for the two groups. The third area of relationship explored related demographic variables which appeared to warrant attention as possible predictors of success.

Each area of relationship is hereafter considered by a restatement of the hypothesis in question, followed by a description of the findings and conclusions.

Measure of Counsellor Trainee Effectiveness

The final grade ratings for the class were obtained from the departmental files. Table I shows the number of trainees and the distribution of grade scores using the stanine scale.*

*Although popularly known as the stanine scale, the rating system employed is a modification of the nine-point scale.

TABLE I
DISTRIBUTION OF FINAL GRADES FOR COUNSELLOR TRAINEE
CLASS

Grade Scores	Trainees
9	5
8	11
7	14
6	1
5	2
4	1
3	0
2	0
1	0
n =	34

The sample was ordered in terms of the above grade scores. Thus, those receiving ratings of 9 and 8 were classified as high-rated or "more effective" as counsellor trainees (Group I), in contrast to those classified as low-rated (grades of 7, 6, 5, 4, etc.) or "less effective" (Group II).

Findings

In view of the rating structure and small differences of the grade scores upon which the comparison groups are based, a more serviceable description of the difference between the groups was desired. That is, the narrow range of the

grade scores severely limits the possibility of identifying an appropriate grade score level more representative of the proposed group differences in effectiveness. In addition, it precludes the finer gradation of differences in effectiveness required for correlation purposes with the various measures under study. It was therefore necessary to arbitrarily define upper and lower ranges according to the above stanine levels. In effect, for the comparison purposes of the present study, two groups with differing means and standard deviations have been created.

Group I, the high-rated, consisted of 16 trainees, and Group II, the low-rated, numbered 18 trainees. The means and standard deviations for the two groups are presented in Table II.

TABLE II
GRADE SCORE MEANS AND STANDARD DEVIATIONS OF HIGH
RATED AND LOW-RATED COUNSELLOR TRAINEE GROUPS

Group	Number	Mean	Variance	S. Deviation
1	16	8.31	0.22	0.47
2	18	6.55	0.84	0.92

Analysis of variance of the two sets of grade scores indicated that the difference was significant beyond the .001 level. A summary of the analysis of variance is given in Table III.

TABLE III
SUMMARY OF ANALYSIS OF VARIANCE OF GRADE SCORES FOR
HIGH AND LOW-RATED COUNSELLOR TRAINEE GROUPS

Source	MS	DF	F-Ratio	P
Groups	26.15	1	46.79	.000001
Error	.56	32		

HYPOTHESES RELATED TO VARIOUS PERSONALITY DIMENSIONS

HYPOTHESIS I

Those rated as more effective will demonstrate greater conceptual complexity than will those rated as less effective.

Findings

It was expected that Group I trainees would establish a higher score level on the PCT in contrast to the level obtained by Group II. The data was obtained at the pre-training testing session. Examination of the group means shows a higher score level for Group I. An inter-rater reliability rating of .80 on 50 per cent of the measures was established in scoring the pre-training measures. In order to control for rater consistency over time on the post-training

measures a double-checking system was employed. Both pre- and post-training measures were re-scored separately. In addition, a blind scoring of 30 tests (15 tests from each of the two testing sessions) in random order was made. Consequently, the result of the three-way reliability checks gave ratings of .82; .85; .87 respectively. The means and standard deviations for the two groups are given in Table IV.

TABLE IV
MEANS AND STANDARD DEVIATIONS OF PCT SCORES
FOR HIGH AND LOW-RATED TRAINEE GROUPS

Group	Number	Mean	Standard Deviation
1	16	15.31	5.42
2	18	12.83	3.71
Total	34	14.00	4.62

The analysis of variance presented in Table V indicates that the apparent difference between the two trainee groups is not significant.

TABLE V
SUMMARY OF ANALYSIS OF VARIANCE OF PCT SCORES
FOR HIGH AND LOW-RATED TRAINEE GROUPS

Source	MS	DF	F-Ratio	p
Groups	52.06	1	2.46	.12
Error	21.12	32		

Conclusions

The results do not support the first hypothesis. That is, at the outset of the training period there does not appear to have been a significantly higher level of conceptual complexity between trainees later judged to be more effective than those later judged to be less effective. Consequently, conceptual complexity in terms of the specific measure examined, does not appear to be of value as a predictor of effectiveness in counsellor training.

HYPOTHESIS II

Those rated as more effective will be higher in open-mindedness compared with those rated as less effective.

Findings

It was thus anticipated that the trainees of Group I would obtain a

lower group score mean on the Dogmatism Scale than the trainees of the second group. The data for the Dogmatism scores was obtained at the pre-training testing session. The means and standard deviations for the two groups are outlined in Table VI.

TABLE VI
MEANS AND STANDARD DEVIATIONS OF DOGMATISM SCORES
FOR HIGH AND LOW-RATED COUNSELLOR
TRAINEE GROUPS

Group	Number	Mean	Standard Deviation
1	16	117.62	26.87
2	18	118.88	18.17
Total	34	118.29	22.00

Subsequent analysis of variance indicated that the group scores do not represent a difference in means. A summary of the analysis is found in Table VII.

TABLE VII
SUMMARY OF ANALYSIS OF VARIANCE OF DOGMATISM SCORES
FOR HIGH AND LOW-RATED COUNSELLOR TRAINEE GROUPS

Source	MS	DF	F-Ratio	P
Groups	13.50	1	.03	.87
Error	514.24	32		

Conclusion

Hypothesis II was not supported. Specifically, trainees rated as more effective were not found to be significantly lower in a particular measure of open and closed - mindedness than the lower-rated trainees.

HYPOTHESIS III

Those rated as more effective will be more biophilous as opposed to those trainees rated as less effective.

Findings

It was expected that the trainees within Group I would obtain higher scores on the LOT than the trainees of Group II. The LOT measures for the two groups were taken at the pre-training testing session. Table VIII shows the means and standard deviations for both groups.

TABLE VIII
MEANS AND STANDARD DEVIATIONS OF LOT SCORES
FOR HIGH AND LOW-RATED TRAINEE GROUPS

Groups	Number	Means	Standard Deviation
1	16	148.43	13.68
2	18	142.55	13.93
Total	24	145.32	13.72

Analysis of variance failed to indicate a significant difference between the two group means. A summary is found in Table IX.

TABLE IX
SUMMARY OF ANALYSIS OF VARIANCE OF LOT SCORES FOR
HIGH AND LOW-RATED TRAINEE GROUPS

Sources	MS	DF	F-Ratio	P
Groups	293.31	1	1.54	.22
Error	190.95	32		

Conclusion

The results do not support the third hypothesis. That is, higher-rated trainees do not appear to have been more biophilous at the outset of the training program than their lower-rated counterparts.

HYPOTHESIS IV

Those trainees rated as more effective will be higher
in creative ability than those rated as less effective.

Findings

It was anticipated that the score mean for Group I would be higher than the mean for Group II on the Anagram exercise. The data was obtained at the

pre-training testing session. The Anagram score mean for Group 1 appears to be higher. Table X includes the means and standard deviations for the two groups.

TABLE X
MEANS AND STANDARD DEVIATIONS OF ANAGRAM SCORES
FOR HIGH AND LOW-RATED COUNSELLOR TRAINEE GROUPS

Group	Number	Mean	Standard Deviation
1	16	97.00	75.77
2	18	67.22	41.63
Total	34	81.23	60.17

Analysis of variance however, indicated that the group means were not significantly different. A summary of analysis is given in Table XI.

TABLE XI
SUMMARY OF ANALYSIS OF VARIANCE OF ANAGRAM SCORES FOR
HIGH RATED AND LOW-RATED TRAINEE GROUPS

Sources	MS	DF	F-Ratio	P
Groups	7511.00	1	2.08	.15
Error	3612.72	32		

Conclusions

The results do not support the fourth hypothesis. Prior to training, candidates who were later rated as more effective were not found to be higher in a particular measure of creative ability than were candidates rated as less effective.

HYPOTHESES RELATED TO PRE- AND POST-TRAINING MEASURES

HYPOTHESIS V

Those rated as more effective will demonstrate greater movement toward complexity on the PCT between pre- and post - training testing than those rated as less effective.

Findings

To examine the above hypothesis, the data was obtained from the pre- and post - training scores of the PCT. It was anticipated that the scores for Group I would show greater increase on the post-training measures than would the scores for Group II. Although both groups showed an increase in score level, examination of the group means in Table XII shows a greater increase for the Group I scores on the post-training measures.

TABLE XII
MEANS AND STANDARD DEVIATIONS OF PRE- AND POST- PCT
SCORES FOR HIGH-RATED AND LOW-RATED TRAINEE GROUPS

Groups	Number	Mean (Pre-PCT)	Standard Deviation	Mean (Post-PCT)	Standard Deviation
1	16	15.31	5.42	19.43	6.01
2	18	12.83	3.71	16.11	4.44
Total	34	14.00	4.62	17.67	5.34

Analysis of variance indicates a significant difference was obtained between the two groups on both pre- and post-training testing scores. In addition, a difference was observed between the pre- and post-training measures taken separately. A summary is given in Table XIII.

TABLE XIII
SUMMARY OF ANALYSIS OF VARIANCE OF PRE- AND POST-TRAINING
PCT SCORES FOR HIGH AND LOW-RATED TRAINEE GROUPS.

Source of Variation	SS	DF	MS	F-Ratio	P
Between Subjects	1157.72	33			
'A' main effects	142.75	1	142.75	4.50	.04
Subjects within groups	1014.97	32	31.71		
Within subjects	771.50	34			
'B' Main Effects	232.09	1	232.09	13.78	.0007
'A*B' interaction	3.04	1	3.04	.18	.67
'B' subjects within groups	538.68	32	16.83		

Several significant differences were present that were not immediately evident in the summary analysis of variance. Further analysis of the interactional effects between the group differences and the pre- and post-training measures separated and clarified some of the sources of the various score increments. With regard to the two trainee levels, it will be recalled that on the pre-training means the scores of the upper group were not significantly higher, (Tables IV and V). On the post-training measures Group I obtained significantly higher scores. A summary of the differences between the two trainee groups on the pre- and post-training measures is presented in Table XIV.

TABLE XIV
SPECIFIC DIFFERENCES BETWEEN THE TWO TRAINEE GROUPS
ON PRE- AND POST-TRAINING PCT SCORES

PRE - TRAINING			POST-TRAINING		
MS	F-Ratio	P	MS	F-Ratio	P
52.06	2.14	.15	93.72	3.86	.05

With regard to the difference between pre- and post-training measures, it was noted (Table XIII) that both groups experienced a significant increase in score means. Considered separately, Table XV shows the extent to which post-training scores of Group I exceed those of Group II.

TABLE XV
SPECIFIC DIFFERENCES BETWEEN PRE AND POST-TRAINING PCT
SCORES WITHIN THE TWO TRAINEE GROUPS

GROUP I			GROUP II		
MS	F-Ratio	P	MS	F-Ratio	P
136.12	8.08	.007	96.69	5.74	.02

Conclusions

As a result of the above analyses the fifth hypothesis is confirmed. That is, counsellor trainees rated as more effective were found to show greater movement towards complexity than trainees rated as less effective.

HYPOTHESIS VI

Those rated as more effective will demonstrate greater movement towards open-mindedness on the Dogmatism Scale between pre and post-training testing than those rated as less effective.

Findings

It was put forward in the above hypothesis, that the dogmatism score

means for the Group I trainees would be lower (and less dogmatic) than those for Group II trainees on the post-training measures. The directionality implied, is a movement from closed-mindedness (higher score) toward greater open-mindedness (lower score). The data was obtained from the pre- and post-training measures on the Dogmatism Scale. Contrary to expectation, Group I showed an increase in score level on the post-training measures. The scores for Group II appeared to be lower on the second set of test results. The means and standard deviations for the two groups are given in Table XVI.

TABLE XVI

MEANS AND STANDARD DEVIATIONS OF PRE- AND POST-TRAINING
DOGMATISM SCORES FOR HIGH AND LOW-RATED TRAINEE GROUPS

Group	Number	Mean (Pre-Dog)	Standard Deviation	Mean (Post)	Standard Deviation
1	16	117.62	26.87	120.62	24.89
2	18	118.88	18.17	109.88	24.92
Total	34	118.29	22.00	114.94	24.75

Analysis of variance revealed that no significant differences exist. Specifically, the score means for Group I are not significantly higher on the post-training measures, as compared to pre-training measures. Secondly, the apparent difference between the means of the two trainee groups is not significant.

A summary of the analysis of variance is given in Table XVII.

TABLE XVII

SUMMARY OF ANALYSIS OF VARIANCE OF PRE- AND POST DOGMATISM
SCORES FOR HIGH AND LOW-RATED TRAINEE GROUPS

Source of Variance	SS	DF	MS	F-Ratio	P
Between Subjects	32130.12	33			
'A' Main Effects	380.64	1	380.64	.38	.54
Subjects within groups	31750.18	32	992.19		
Within Subjects	5364.00	34			
'B' Main Effects	153.00	1	153.00	1.07	.30
'A*B' interaction	609.48	1	609.48	4.27	.04
'B' subjects within groups	4562.93	32	142.59		

The significant interactional effects indicated above were subsequently examined. It was found that Group II scores had decreased from the pre-training level established by that group. A comparative summary of the change in score levels within both groups is provided in Table XVIII.

TABLE XVIII

SPECIFIC DIFFERENCES FOR PRE- AND POST-TRAINING DOGMATISM
SCORES FOR THE TWO COUNSELLOR TRAINING GROUPS

MS	Group I F-Ratio	P	MS	Group II F-Ratio	P
72	.50	.48	729	5.11	.03

Conclusions

Hypothesis VI was not supported. The high-rated trainees did not obtain lower scores on a particular measure of the open-closed-minded continuum, but in fact obtained slightly higher scores on the second set in indications. In effect, the high-rated trainees remained at the same level. The lower-rated trainees demonstrated significant increase in open-mindedness from the beginning to the end of the training program.

HYPOTHESIS VII

Those rated as more effective will demonstrate greater movement towards being more biophilous on the Life Orientation Test between pre- and post-training testing than those rated as less effective.

Findings

It was anticipated that the Group I trainees would establish higher score levels than Group II on post-training measures on the LOT. The data was obtained from the pre- and post-training scores on the LOT. The directionality implied is a movement along the necrophilous - biophilous continuum, that is, toward being more life-loving. The means for both groups appear to show an increase on the post-training measures. The means and standard deviations for the two groups are given in Table XIX.

TABLE XIX
MEANS AND STANDARD DEVIATIONS OF PRE- AND POST - TRAINING
LOT SCORES FOR HIGH AND LOW-RATED TRAINEE GROUPS

Group	Number	Mean (Pre-Lot)	Standard Deviation	Mean (Post-Lot)	Standard Deviation
1	16	148.43	13.68	149.31	14.54
2	18	142.55	13.93	148.44	17.54
Total	34	145.32	13.72	148.85	15.72

Analysis of variance failed to show a difference between the means of the two group levels. A significant change however, in keeping with the direction proposed, was found between the pre- and post-training test scores. A summary of the analysis of variance is depicted in Table XX.

TABLE XX
SUMMARY OF ANALYSIS OF VARIANCE ON PRE AND POST-LOT
SCORES FOR HIGH AND LOW-RATED TRAINEE GROUPS

Source of Variation	SS	DF	MS	F-Ratio	P
Between Subjects	13303.00	33			
'A' Main Effects	192.70	1	192.70	.47	.49
Subjects within groups	13110.00	32	409.68		
Within Subjects	1721.00	34			
'B' Main Effects	193.76	1	193.76	4.41	.04
A*B' interaction	106.94	1	106.94	2.43	.12
'B' Subjects within groups	1403.00	32	43.84		

Examination of the interaction effects indicated that the scores of the low-rated trainee group account for this change. A comparative summary of the extent of change within the two groups is given in Table XXI.

TABLE XXI
SPECIFIC DIFFERENCES ON PRE AND POST-TRAINING LOT SCORES
WITHIN THE TWO COUNSELLOR TRAINING GROUPS

Group I			Group II		
MS	F-Ratio	P	MS	F-Ratio	P
6.12	.13	.71	312.11	7.11	.01

Conclusions

The results do not confirm hypothesis VII. The high-rated trainee group did not give indication of greater movement on the LOT between pre and post-training testing. That is, they remained at the same level. The score differences for Group II, however indicate that the low-rated trainees experienced greater change, in effect they became more life-oriented.

HYPOTHESIS RELATED TO CERTAIN DEMOGRAPHIC VARIABLES

HYPOTHESIS VIII

High-rated trainees as opposed to low-rated trainees
will demonstrate some differences in terms of descriptive
demographic variables.

Hypothesis VIII puts forward the prediction that there may be a number of relationships between certain demographic variables and ratings of counsellor trainee effectiveness. As stated in the foregoing rationale, no directionality would be specified. The variables under consideration were: age, birth order, urban and rural home and educational background, academic and professional background, and some indications of religiosity. The material for examination was obtained from the personal information collection. A copy of this questionnaire is found in Appendix C. A correlation matrix was prepared using the personality measures, the demographic variables and the grade scores.

Findings Related to Religiosity

An examination of Table XXII shows that church attendance, regarded in the present study as a possible measure of religiosity, approaches a significant relationship with grade scores. However, a second indication pertaining to religious involvement was not related to grade scores.

Conclusions

Thus, trainees who identified themselves primarily as periodic or non-

attenders tended to be those judged as the more effective candidates.

TABLE XXII
CORRELATIONS BETWEEN RELIGIOSITY MEASURES AND GRADE SCORES

Variables	Correlation	P - Value
Church Attendance	.32	.06
Religious Involvement	.28	.10

Findings Related to Age and Birth Order

It was anticipated that counselling competence within the training program would be related to both age and birth order, although no directionality was offered. The age mean and standard deviation for the class are given in Table XXIII.

TABLE XXIII
AGE MEAN AND STANDARD DEVIATION OF THE COUNSELLOR TRAINEE CLASS

Number	Mean	Standard Deviation
34	27.47	5.84

Table XXIV shows the sex and birth order distribution of the trainees forming the study sample. As a single group, those who are 'first born' comprise approximately 50 per cent of the total sample. Table XXV shows the correlation between grade scores, birth order, and age respectively.

TABLE XXIV

DISTRIBUTION OF BIRTH ORDER AND SEX WITHIN COUNSELLOR TRAINEE CLASS

Birth Order	Male	Female	Totals
First Born	7	8	
Single	1	1	17
Latter Born	8	1	
Youngest	<u>4</u>	<u>4</u>	<u>17</u>
	20	14	34

TABLE XXV

CORRELATION BETWEEN GRADE SCORES AND BIRTH ORDER AND AGE OF COUNSELLORS

Variables	Correlation	P-Value
Birth Order	-.22	.19
Age	-.0005	1.00

Conclusions

With regard to the present sample and the grade score range examined, trainee effectiveness does not appear to be related to age. That is, counsellor trainee competence does not seem to be related in any way to age at the outset of training. The slight negative correlation between birth order and grade scores presented in Table XXV does not approach significance. Thus birth order bears no relationship to trainee effectiveness.

A pattern of relationship may be detected in the total correlation matrix for birth order, age, PCT scores, measures of church attendance, and grade scores however. The pattern is one of peripheral relationship rather than direct relationship with grade ratings. Table XXVI depicts the pattern of correlation. It appears that first borns tend to be younger in age. Secondly, the relationships between birth order and PCT scores suggests that first borns tend to be more conceptually complex. Measures of church attendance were found to be negatively related to birth order. That is, regular religious expression would appear to be less common among those who tend to be first born. It will be recalled that indications of a tendency toward greater conceptual complexity and less frequent church attendance were found to be related to higher grade scores.

TABLE XXVI
INTERCORRELATIONS BETWEEN BIRTH ORDER, AGE, PCT SCORES,
CHURCH ATTENDANCE, AND GRADE SCORES

	Birth Order	Age	PCT	Church Attendance	Grade Score
Birth Order	---	.38*	.36*	-.35*	-.22
Age		---	---	---	---
PCT Scores			---	.29	.32*
Church Attendance				---	.32
Grade Score					---
*p ≤ .05					

In effect, this extrapolation makes possible a description of the higher grade scorer, (more effective trainee) as being younger in age, and first born rather than latter born. In addition, significant findings indicated a tendency toward greater conceptual complexity, and little evidence of regularly expressed religious behavior.

Findings Related to Environment

The effects of differential environments were examined in terms of

urban and rural setting of early childhood, pre- and secondary education of the trainee. Family mobility was included in this examination. The material for study was obtained from the personal data collection. The results of the correlations are given in Table XXVII.

TABLE XXVII
CORRELATION BETWEEN URBAN-RURAL FAMILY AND EDUCATIONAL
BACKGROUND AND GRADE SCORES

Variable	Correlation	P - Value
Pre-School Years	-.08	.61
Pre-Secondary (Jr. High)	-.10	.53
Secondary Year	-.24	.17
Family Mobility	-.11	.50

Conclusions

No specific relationship was found between the various divisions examined and grade score ratings. Concretely, trainee effectiveness did not appear to be related to particular environmental conditions, i.e., urban or rural setting.

Findings Related to Background: Academic

It was expected that some relationship would exist between academic program pattern, including psychology background and ratings of effectiveness. No directionality was specified. The data was obtained from the personal information collection. A distribution of the various programs represented by the trainee class is given in Table XXVIII.

TABLE XXVIII
DISTRIBUTION OF THE ACADEMIC PROGRAM PATTERNS OF THE
COUNSELLOR TRAINEE CLASS

Number	Physical Science	Arts	Education	Ind. Ed.	Others
34	7	18	7	--	2

No relationship was found to exist between one of the academic patterns or programs represented and the grade ratings. The differences in psychology background were examined in terms of the number of psychology classes that had been taken in the course of studies. These variations were not related in any way to grade scores. The correlation for academic program and psychology background with grade scores are given in Table XXIX.

TABLE XXIX
CORRELATION BETWEEN ACADEMIC PATTERN, PSYCHOLOGY
BACKGROUND AND GRADE SCORES

Variable	Correlation	P-Value
Academic Pattern	.09	.58
Psychology Background	.06	.70

Conclusions

It can be said, then, in terms of the present study, that academic pattern in general, and extent of psychology preparation in particular have no relationship to the quality of counsellor trainee effectiveness.

Findings Related to Background: Professional Experience

It was anticipated that there would be a relationship between the type and length of professional experience and grade scores. That is, between experience more directly or closely related to counselling in contrast to situations involving administration or organizational services. No directionality was proposed. The data was obtained from the personal information collection. The results are given in Table XXX.

TABLE XXX
CORRELATIONS BETWEEN TYPE AND LENGTH OF PREVIOUS PROFESSIONAL
EXPERIENCE AND GRADE SCORES

Variables	Correlation	P - Value
Educational Experience	.06	.71
Related Experience	.13	.45
Total Experience	-.15	.37

Conclusions

No relationship was found to exist between the types of professional experience as examined and grade scores. Neither the length nor the lack of previous working experience was found to be related to the degree of effectiveness demonstrated in counsellor training.

CHAPTER V

DISCUSSION AND IMPLICATION

DISCUSSION

A number of psychological instruments and demographic variables were examined to determine their value for counsellor-trainee selection procedures. The psychological variables and their related constructs were the Paragraph Completion Test, a measure of conceptual complexity; the Dogmatism Scale, a measure of open and closed - mindedness; and the Life Orientation Test, an index of the necrophilous-biophilous dimensions of personality. The fourth psychological instrument employed was the Anagram test, an index of the capacity for creative or original responses. The demographic variables investigated were age, birth order, urban and rural home and educational background, academic and professional background, and some indications of religiosity.

The scoring on the PCT, at least on the pre-training administration, appears to rule out the use of the instrument as a predictor of trainee competence. However, the change indicated by the post-training PCT measures may be interpreted to mean that conceptual complexity is a personality dimension related to counsellor trainee effectiveness. It will be recalled that both trainee groups demonstrated greater movement toward conceptual complexity in the course of the training program, although the PCT group mean for the trainees rated as more

effective was significantly higher than that of the trainees seen to be less effective. These results are consistent with studies cited earlier (Whiteley et al, 1967).

The remaining hypotheses, specifically VI and VII in reference to change as determined by the Dogmatism Scale and the Life Orientation Test were not supported. A pattern of behavior however, was found to be common to the results of both instruments. It was anticipated that the high-rated trainees would show greater movement on both measures, that is, toward being more open-minded and life-oriented respectively. However, the trainees rated as being less effective were in fact the candidates who had experienced the greatest change in the direction anticipated as measured by the scales.

In addition, differences in the extent of psychology background among the trainees were found to be inversely related to the scales in question, i.e., negatively to the LOT scores, and positively to the Dogmatism scores. That is, trainees with more psychological background tended to obtain lower LOT scores (less life-oriented) and higher dogmatism scores (more close-minded).

Thus, in the present study, not only does the level of trainee effectiveness appear unrelated to the extent of psychology background, but it could be interpreted that theory and content in terms of psychology classes are found to be related to certain relevant dimensions of counsellor trainee personality in what could be construed as an undesirable way. These findings, in part exemplify the initial concern expressed that counsellor effectiveness is represented by more

than just psychological background, but as well by personality dimensions.

Similar observations are reported by Carkhuff and Berenson (1967).

It is difficult to attempt to account for the direction or pattern of the above observed differences among the three measures. Previous studies (Fox, 1969) attest to the presence of factors common to all three instruments. However, in as much as the three scales purport to measure specific dimensions, there would be elements of personality reflected which would not be held in common. The results might therefore be submitted to factor analysis to determine the direction and meaning of the variance in question. Thus to make any judgements at this time would be tenuous.

It is presumed that the counsellor training program is a developmental one - that is, in part designed to facilitate personal growth as well as the acquisition of professional skills. Such systematic and desirable change in relevant personality dimensions as evidenced by the low-rated trainees, might suggest the need for a more adaptable program which would meet personal differences in counsellor training, e.g. varied length of the training program.

Hypothesis VIII was found to be supported in terms of a single demographic item, that of a measure of church attendance. Specifically, the more effective trainees as a group tended to identify themselves as preferring less, or no regularly expressed religious behavior in terms of church attendance. Briefly, although a relationship was established, it can be said that it is of limited and questionable value with regard to implications that may be drawn from the fact.

Contradicted Hypotheses

Within the first set of relationships, none of the hypotheses (hypotheses I - IV) were confirmed. That is, on the pre-training measures, the trainees as a class were found not to be functioning at different levels within each of the four scales examined.

In the light of the foregoing, it can be said that none of the selected personality dimensions and demographic variables could be used for predictive purposes.

As research in selection studies has yet to establish sound predictive value for any instrument, the findings of the present study are not astonishing.

IMPLICATIONS

In view of the fact that the more conceptually complex trainees tended to receive higher grade ratings, it could be implied that the training program emphasizes intellective in contrast to affective personality strengths. Schroder et al, in establishing the validity for their measure of information processing (PCT) report significant positive correlations with the PCT and measures of intelligence (1967, p. 26).

This would seem to run contrary to the tenor of most studies cited in the foregoing rationale. The literature related to counsellor selection and training is typically concerned with the fundamental importance of strengths other than intellective which would seem to be essential to trainee effectiveness. The

present findings lead to the suggestion that the importance that the conjectural literature assigns to non-intellective or affective variables may not be well founded.

It is somewhat traditional to end a thesis on a highly conjectural note. One of the logical extrapolations possible as a result of the present investigation is that intellective measures may indeed be the best predictors of counselling effectiveness.

A differing potential for change and growth among the trainees on dimensions of open-mindedness and life-orientation was observed earlier in the discussion. That consideration might be given to a more adaptable counsellor training program was put forward as a logical conclusion.

Suggestions for Further Research

It could be concluded from the results of the present study that another criterion of effectiveness in addition to grade ratings might have been used, e.g. peer or client ratings. Although the use of client ratings has severe limitations, to examine selected personality dimensions in relation to a measure of certain common effects within the client would seem to be a relevant approach.

It would appear that if research in counsellor selection and training is to continue, some re-examination of the present system of evaluation may be necessary. The difficulty entailed in having as many views of trainee effectiveness as trainers or supervisors is widely recognized in most studies

related to counsellor education (Patterson, 1967; Whiteley, 1968). A more objective rating system might be developed that would serve the common needs of selection, training and research.

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APPENDIX A

NAME: _____

PCT

Complete the following sentence stems. Use a brief paragraph or more to complete your thoughts.

1. "Rules . . ."
2. "When I am in doubt . . ."
3. "Confusion . . ."
4. "Parents . . ."
5. "When I am criticized . . ."
6. "When others criticize me it usually means . . ."

APPENDIX B

Form 40

Read each of the following statements and decide how much you agree or disagree. Show your choice on the separate answer sheet. Use the code below.

A : I agree

B : I agree a little

C : Undecided

D : I disagree a little

E : I disagree

NOTE:

There are no right or wrong answers.

There is no time-limit.

Answer all items.

Mark only one choice for each item.

1. Most interesting, exciting pastimes involve much cost for the right kind of equipment.
2. Being part of a new struggling enterprise is more satisfying than working with a well-established organization.
3. There is more pleasure in being freed from tasks by machines than in operating them.
4. Untrimmed trees in the wild state never approach the beauty or symmetry of those properly cultivated.
5. The old values of thrift, order, sacrifice and being on time are still the way to success.
6. Postponement of marriage or the raising of children until one can enjoy material possessions such as cars or houses is desirable.

LOT

2

7. Being alone in a large, unfamiliar city causes one to feel small or insignificant.
8. Although modern art does not show things as they exist, it has a hidden, attractive quality.
9. One of the delights of life is the excitement gained from not knowing about tomorrow.
10. Persons careless in personal appearance should be required to model after those who dress with style and care.
11. A well-run organization usually is under the direction of a man who defines work-roles exactly.
12. The world problems of over-population, quarrels among countries and threats of war should make one hesitate to bring children into the world.
13. It is right to change laws when most people disregard them.
14. The care and concern of those professionals who help in time of bereavement or loss is praiseworthy.
15. Presenting a Shakespearian play with actors dressed as Eskimos instead of in regular costumes would be in poor taste.
16. Hiking or talking with friends are to be preferred to driving cars and being in competitive sports.
17. Persons who always want to change the rules, or add disruptive and different ideas to a meeting should be brought into line.
18. Newspaper and news reports of multiple-murders are useful, because people will then take precautions.
19. Being free to travel and see different things is more important than using one's money to buy houses, cars, land or furniture.
20. Fortunately, group pressures can be brought to bear on young people with extreme ideas.
21. Pleasant memories of past accomplishments are better, than looking to the indefinite future.

22. Living in a comfortable manner must include some disorder, and some irregular arrangements.
23. The trend toward big-game "hunting" with cameras only may attract more people to safari expeditions.
24. Years of experience in dealing with life or work problems provide ready methods for handling most present problems.
25. Some guilt and self-disgust over past mistaken actions helps one deal with the present.
26. Being involved with the birth of new life, such as in a hospital nursery, must be an enjoyable experience.
27. Making an unfailing habit of keeping one's home and clothes in order is very desirable.
28. All too often parents don't know about or are unaware of their children's failures or shortcomings.
29. A manager must avoid any personal feelings or involvement in dealing with his workers.
30. Being always open to a change of plans or time schedules increases one's enjoyment of life.
31. Pictures of bleeding, dead or injured soldiers certainly make one fearful and wonderous about modern weapons.
32. Free interpretive dancing is generally more pleasing to watch than exact, traditional dance forms.
33. A successful person does not act without much concern and caution about what others will think.
34. The saying that, "There is nothing new under the sun," is mostly true because little is really new.
35. There is a peace or inner serenity to be gained from attending the last rites of a departed one.
36. Self-discipline and refusal of immediate pleasures will result in gains, but hardly in a meaningful life.

LOT

4

37. A translation of a Shakespearian play into modern slang wording could prove interesting and give new understanding.
38. There is something overly immodest, almost indecent, about the bodily movements in modern dancing.
39. The uncertainty of the future gives one sound reason for some fear.
40. It is sad, but necessary, that children be taught to face the realities of death and the cruelties of life.

APPENDIX C

GENERAL INFORMATION

I sincerely solicit your cooperation in this study. It is in the interests of counsellor education. All responses will be kept completely confidential.

Instructions

- (a) In the spaces provided at the top of the answer sheet, please indicate your name, age and sex.
- (b) Indicate your answer by marking the corresponding number on the answer sheet. Select only one most appropriate response for each question.

Part 1

1. Number of older brothers and/or sisters you have:

- (1) none
- (2) 1, 2, 3, 4, etc.

2. Number of younger brothers and/or sisters you have:

- (1) none
- (2) 1, 2, 3, 4, etc.

- 3.
 - (1) I am a visiting, or Foreign student.
 - (2) I am a Canadian student.

4. Pre-school years:

- (1) lived in rural home, i.e., farm, village
- (2) lived in urban home, i.e., town, or city

5. Pre-secondary (Jr. High) years:

- (1) rural home and attended a country school
- (2) rural home and attended a town school
- (3) urban home and attended a town/city school

- 2 -

6. Secondary years:

- (1) attended a rural school
- (2) attended a composite, or large collegiate

7. Family mobility: number of moves or transferrals during your pre-school and school years:

- (1) not at all
- (2) once
- (3) two or three times
- (4) four or more times

8. Post-secondary education:

- (1) Physical Sciences B. Sc., etc.
- (2) Arts, or Social Sciences B.A., B.S.W., etc.
- (3) Education B.Ed., etc.
- (4) Industrial or Vocational Education
- (5) Others: B.P.E., R.N., etc.

9. Number of Psychology/Ed. Psychology Classes (total the half classes):

- (1) 1 - 2
- (2) 3 - 4
- (3) 5 - 6
- (4) 7 - 8
- (5) 9 or more

10. Professional experience in Education:

- (1) Administration (primarily)
- (2) Teaching (only)
- (3) Counselling (only)
- (4) Teaching and counselling
- (5) none of the above

- 3 -

11. Related professional experience:

- (1) Administration (primarily)
- (2) Administration and counselling
- (3) Nursing, Fieldwork, Casework, etc. (only)
- (4) Counselling (only)
- (5) none of the above

12. Number of years of total experience in any of the above:

- (1) 1 - 2 (incl.)
- (2) 3 - 4
- (3) 5 - 7
- (4) 8 - 12
- (5) 13 or more

13. Church attendance:

- (1) attend services quite regularly
- (2) attend services once in a while
- (3) attend rarely
- (4) do not attend at all

14. If you had to rate your involvement in a religion, would you say you were:

- (1) extremely involved
- (2) quite involved
- (3) involved to some extent
- (4) very little involvement
- (5) none at all

APPENDIX D

COUNSELLING PRACTICUM EVALUATION

Ed. Psych. 512, 1970-71

Term I II (circle which term)

Name of practicum student : _____

Placement (Educ. Clinic, Vic. Comp. etc.): _____

Name of evaluator : _____

Date of evaluation : _____

Descriptive statement

Write a paragraph or two, describing assets and weaknesses of the practicum student as he or she has been functioning as a counsellor, and give some indication of his or her potential for counselling as you see it. Be as specific as you like. If the student is likely to have a preference for and/or be more successful with clients of a certain age or with certain types of problems, this should be noted. Would you want a close relative of yours (child, nephew, etc.) counselled by this student counsellor?

COUNSELLOR RATING BLANK

Modified from Allen, T.W. & Whiteley J.M. Dimensions of Effective Counseling, Columbus, Ohio, Charles E. Merrel Publishing Co. 1968 (p. 133).

I. FLEXIBILITY IN THE COUNSELLING PROCESS

(a) Counsellor effectively collaborates <u>with</u> clients - explores and examines <u>with</u> them.	Early closure on presenting problem - little exporation <u>with</u> clients.
7 6 5 4	3 2 1
(b) Focus on client's perspective (internal frame of reference)	Gathering information for its own sake.
7 6 5 4	3 2 1
(c) Flexible and effective repertoire of responses to feelings, content and process when appropriate.	Rigid set of responses. Counsellor appears straight-jacketed in one mode.
7 6 5 4	3 2 1
(d) Professionally objective, works within limits of role as counsellor, appropriately involved.	Either excessive distance or over-involvement with clients.
7 6 5 4	3 2 1
(e) Can handle the unexpected such as outside interruptions or sudden shifts in affect, mood, discussion, etc.	Gets confused in unexpected situations. Seems trapped, appears not to know what to do, flounders.
7 6 5 4	3 2 1

- (f) Interpretation or suggestions of alternative perceptions, when used, remain close to client's level of awareness—offered tentatively to engage the client's participation and consideration.
- Interpretation appears as an exercise of the counsellor's intellectual prowess.

7 6 5 4 3 2 1

II RESPONSE TO SUPERVISION

- (a) Listens openly to supervisor. Picks up cues from own tapes. Develops an effective, but personally idiosyncratic style.
- Appears not to hear supervisor. Screens out cues; doggedly defends initial positions or tries to imitate other styles.

7 6 5 4 3 2 1

- (b) Accurately understands the dynamic complexities of the psychological process within clients, i.e., 'normal' problems of developmental stages vs. 'abnormal', long standing disruptive problems. Can convey to supervisor awareness of client areas of strength as well as weakness.
- Either naive grasp of dynamics or overintellectual (bookish) labeling of categories. Conveys to supervisor the impression that counselling is either 'magic' or the classification of clients by 'types' or 'labels'.

7 6 5 4 3 2 1

- (c) Consults appropriately with school, agency, and/or referral personnel.
- Provides too much information (gossip) or too little (hides under the cloak of confidentiality to school).

7 6 5 4 3 2 1

(d) A professional commitment to counselling as a career. Collaborates well with supervisor. Uses supervision to focus on 'self' in role of counsellor.

Little commitment or personal involvement in counselling as career, often discusses irrelevant issues in supervision; seems to 'miss' appointments; signs of disinterest; excessive complaints on minor issues.

7

6

5

4

3

2

1

III. OVERALL RATING OF COMPETENCE

7

6

5

4

3

2

1

Extremely effective; works well with clients; approaches 'ideal'

Average competence; some shortcomings; but generally responsive to clients.

Minimal effectiveness. Goes through the motions.

Negative effectiveness. Does not really listen to or understand clients. Pre-occupied with self or irrelevancies.

I. _____

II. _____

III. _____

B29999